DOCUMENT RESUME

ED 435 775 UD 033 179

TITLE	The Superintendents' and Deans' Summit on Transformation and Collaboration for Student Success (April 22-23, 1997). Summary Report.
INSTITUTION	Mid-Atlantic Lab. for Student Success, Philadelphia, PA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-00-00
NOTE	16p.; "A summary report issued by the Mid-Atlantic Network of Superintendents and Deans."
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Administrators; *College School Cooperation; *Educational Change; Educational Policy; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Leaders; Preservice Teacher Education; Public Schools; Teachers

ABSTRACT

This publication provides an overview of the proceedings of the Superintendents' and Deans' Summit on Transformation and Collaboration for Student Success. The overarching goal of the Summit was to develop a formal mechanism for forging the professional expertise of field-based practitioners and college level professional education programs. Participants included school superintendents and deans of colleges of education and arts and sciences in the mid-Atlantic region; policymakers and administrators from state departments of education in the mid-Atlantic region; and members of the U.S. Department of Education. There papers are: (1) "Introduction" (Margaret C. Wang) reviewing the issue; (2) "Developing a Plan of Action: A Summary of Key Observations and Next-Step Recommendations" outlining major topics of discussion and specific next-step plans on policy and professional development issues and implementation concerns generated by Summit participants; (3) "Managing Change" (Michael Fullan) providing a summary of the Summit's keynote address; (4) "Teachers for the 21st Century"(Stephen L. Sokolow) examining the knowledge base for teacher preparation in the 21st century; and (5) "Shattering the Status Quo: Preparing Administrators for the Future" (John A. DeFlaminis) outlining specific strategies for preparing administrators for the next millennium. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 775

The Superintendents' and Deans' Summit on

TRANSFORMATION AND COLLABORATION FOR STUDENT SUCCESS

A summary report issued by the

MID-ATLANTIC NETWORK OF SUPERINTENDENTS AND DEANS .

sponsored by the

LABORATORY FOR STUDENT SUCCESS
The Mid-Atlantic Regional Educational Laboratory
at Temple University Center for Research in
Human Development and Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

ED435775

© Temple University Center for Research in Human Development and Education

The publication of this report was supported in part by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education through a contract to the Mid-Atlantic Laboratory for Student Success (LSS) established at the Temple University Center for Research in Human Development and Education (CRHDE), and in part by CRHDE. The opinions expressed do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.

Introduction

Margaret C. Wang
Professor and Executive Director
Temple University Center for Research in Human Development and Education

It is widely recognized that advances in research and practical knowledge can contribute in important ways to the current call for high standards in student achievement and the forging of a closer alignment of the curriculum of teacher preparation programs and the reform needs of schools. Creating linkages between universities and school districts to mobilize the expertise of teacher educators and field-based professionals is central to forging and sustaining advances of standard-driven reform to achieve educational success of the increasingly diverse student populations schools today are challenged to serve. Furthermore, implementation success requires a plan of action that outlines specific ways to achieve closer alignment of the training of educational professionals at the university level and the content knowledge and pedagogical expertise required for successful implementation of systemic school reform. It is toward achieving this vision of success that the "Superintendents' and Deans' Summit on Transformation and Collaboration for Student Success" was conceived.

The Summit was sponsored by the Temple University Center for Research in Human Development and Education (CRHDE) in celebration of its 10th anniversary, in collaboration with the Mid-Atlantic Network of Superintendents and the Laboratory for Student Success, the mid-Atlantic Regional Educational Laboratory. The overarching goal of the Summit was the development of a formal mechanism for forging the professional expertise of field-based practitioners and college-level professional education programs. Participants included school superintendents and deans of colleges of education and arts and sciences in the mid-Atlantic region; policymakers and administrators from state departments of education in the mid-Atlantic region; and members of the U.S. Department of Education.

This publication provides an overview of the proceedings of the Summit. In the first article, "Developing a Plan of Action," major topics of discussion at the Summit are outlined and specific next-step plans on policy and professional development issues and implementation concerns generated by Summit participants are discussed. The second article provides a summary of the Summit's keynote address on "Managing Change" by Dr. Michael Fullan, Dean of the Faculty of Education at the University of Toronto. The third article by Dr. Stephen L. Sokolow, Superintendent of the Upper Freehold Regional School District in Allentown, NJ, provides an overview of the knowledge base for teacher preparation in the 21st century in "Teachers for the 21st Century." In the final article titled "Shattering the Status Quo: Preparing Administrators for the Future," Dr. John A. DeFlaminis, Superintendent of the Radnor Township School District in Wayne, PA, outlines specific strategies for preparing administrators for the next millennium. ❖

Developing a Plan of Action:

A Summary of Key Observations and Next-step Recommendations

Participants devoted much of the Summit to working in four groups developing next-step action plans focusing on the following topical areas:

- Professional Development of Educational Leadership
- Professional Preparation of Teachers
- Organizing the Mid-Atlantic Network of Superintendents and Deans
- Emerging Issues: State Policy and Regional Implementation Concerns

Topics of discussion and next-step tasks recommended by the participants are summarized below.

Shared Needs

Summit participants expressed a strong need to establish more effective communication between institutions of higher education and the public schools regarding mutual needs. In addressing the need for developing a formal mechanism for communication and collaboration across the mid-Atlantic region between superintendents and deans, participants emphasized the importance of establishing an organizational framework that forges an increased capacity for public school systems and universities for: (a) sharing information; (b) exchanging valuable expertise; and (c) facilitating collaboration of projects of mutual interest.

Summit participants further pointed out that current models of teacher preparation have failed to provide a broad knowledge base which focuses on local school improvement needs and issues concerning the connection of the curriculum of the schools and the economic advances of the region and nation.

Participants also agreed that teacher preparation systems should focus on diversity so that new teachers are able to gain experience in multiple settings, and that continuous development of models for all levels of teachers should occur. In addition, reform in teacher preparation programs should target both preservice and inservice teachers based on the understanding that learning is a continuous process. Participants also acknowledged that setting standards for models of reform is an essential step in building an education market for quality in the next millennium.

Next-Step Tasks

Summit participants noted that much of the collaboration across the region suffers from a lack of specificity and clarity as to shared goals and alignment of the professional expertise of practitioners in the field and those in preservice and inservice education programs. It was agreed that a plan of action be developed to: (a) forge closer alignment of the training of education leaders at the university level and the

knowledge-based reform needs of the schools; and (b) maintain a formalized process to keep communication flowing between deans and university faculties and field-based professionals.

Toward this end, Summit participants developed and recommended specific next-step tasks at the Summit. These next-step action items include the following:

- Develop a mechanism to recruit and encourage potential leaders in education through the development and modeling of field-based, university-sponsored activities, the identification of leader mentors, the training of Boards of Education in leadership skills, and the integration of a leadership component into the curriculum.
- Utilize the resources of the Laboratory for Student Success to bridge the gap in communication between university, school, business, state, and professional organizations and to approach and encourage businesses to include universities and schools in their training programs.
- Organize the Mid-Atlantic Network of Superintendents and Deans in developing a strategic mechanism to share critical information, exchange valuable expertise, and facilitate the collaboration on projects of mutual interest between superintendents and deans in the mid-Atlantic region.
- Convene a planning committee to identify topics of mutual interest to deans and superintendents to further develop the goals of the Mid-Atlantic Network of Superintendents and Deans to provide opportunities for networking and engaging in collaborative projects.
- Reform teacher preparation programs to improve overall teacher quality by moving students out into the field earlier and more frequently in their programs through substitute teaching or mentoring programs.
- Include external agencies (e.g., social services) in student teaching programs to increase the overall effectiveness of the student teaching experience through an increase in the length and depth of field experiences.
- Establish a collaborative teams approach to teacher preparation by setting up mentoring programs early in the teacher preparation curriculum and creating collaborative teams between higher education staff and school district personnel, preservice professionals, and exemplary inservice professionals.
- Create a database of information on public schools in the mid-Atlantic region that could be queried in efforts to develop effective models that work (e.g., develop a database on funding formulas that could be queried about key policy issues to determine outcomes).
- Sponsor journalism interns at regional universities to serve as contacts with the media and with universities across the mid-Atlantic region.
- Conduct program evaluation training and program effectiveness audits to provide information on what works and what doesn't. ❖

Summit participants expressed a strong need to establish more effective communication between institutions of higher education and the public schools regarding mutual needs.

MANAGING CHANGE

Dr. Michael Fullan
Dean of the Faculty of Education
University of Toronto

There are four key strands in managing change: (a) the change process, (b) the culture of the school, (c) teacher development, and (d) school/outside. In addressing the complexity of change in improving teaching and student learning, the following must be recognized in order to successfully plan, implement, and institutionalize the change process:

- There is no single model for effective change in teacher education reform.
- Conflict, diversity, and resistance are essential components to the success of the change process; it is only by focusing on difficulties and solving them, viewing diversity as a positive force in the change process, and capturing objections more constructively that new breakthroughs occur in teacher education reform.
- The single most important factor related to successful change is whether relationships improve.
- Since the change process is an emotional roller coaster, we need to examine how theories of change build in and emphasize the role of emotion. If we give up hope and mismanage emotions, the change process will not be a success.
- The role of vision in the change process needs to be viewed objectively and even skeptically; the same vision must be shared by all participants in the change process and must have depth in order for successful change to occur.

There are three key strategies for successful school improvement: restructuring, reculturing, and retiming. School improvement efforts should begin with reculturing the education profession and the school/school district, focusing in particular on the professional community and pedagogical practice. While it may be desirable to work on retiming (redesigning how time is used for both students and teachers) and restructuring along with reculturing, it is essential that reculturing be the driver. There are too many examples that place restructuring first which have failed to result in any changes in teaching and learning.

Of particular importance is reculturing in both the professional community (how teachers can work together) and pedagogical practice (how to improve instruction that impacts student learning). Strategies that have been used to effectively reculture schools and school districts include:

- making reculturing a priority area in the school change agenda;
- providing team training in school culture;
- examining criteria of selection and promotion;
- focusing on supervision and evaluation;
- developing effective school improvement plans;
- focusing on teaming, peer coaching, mentoring, study groups, and action research;
- promoting collaboration while allowing for diversity;
- forming partnerships and/or networks;
- monitoring, measuring, and discussing.

In further discussing ways to manage change in school improvement efforts, successful partnerships between schools/school districts and universities play an important role in effective school change efforts. Forging successful school/university connections includes the following key components:

- focusing on garnering knowledge from research and practice;
- gleaning information through evaluation and internal inquiry;
- providing a network or framework for others to become involved;
- rethinking the much-broadened role of the teacher in education;
- emphasizing collaboration, partnership, and teaming to achieve mutual goals.

There are several reform strategies for faculties of schools of education, including: faculty renewal; partnerships; program innovation "followed" by planning (i.e., the "ready, fire, aim" strategic planning process, which promotes the notion that action provides the ideas about what works and doesn't work); focus on research; making reculturing explicit; looking for value-added opportunities; and relationships to the central university.

While no single strategy exists within the faculties of schools of education since each faculty has its own history, there are a number of common themes. It is clear that one powerful forward step consists of universities and schools/districts forming partnerships in which new cultures and programs are developed affecting both schools of education and schools. ❖

There are three key strategies for successful school improvement: restructuring, reculturing, and retiming. School improvement efforts should begin with reculturing the education profession and the school/school district, focusing in particular on the professional community and pedagogical practice.

Teachers for the 21st Century

Dr. Stephen L. Sokolow
Superintendent
Upper Freehold Regional School District, Allentown, NJ

Public education is increasingly under societal pressure not merely to reform itself but to literally transform itself and our system of schooling. Dramatic change is under way in both the functions and form of schooling. Changes in technology, economics, demography, family structure, and the workplace all impact on our schools, both with respect to the demands placed on them and their capacity for meeting those demands. These changes, coupled with concomitant changes in curricular content, performance standards, and cognitive science, all impact on what teachers need to know and do to be successful with their students. Even the basic role of the teacher as we know it is undergoing a dramatic transformation from that of imparting knowledge to that of guiding the process by which students acquire and apply knowledge. While certainly over simplified, the essence of this transformation has been captured by the popular aphorism that depicts a teacher's role as changing from being "the sage on the stage," to instead being "the guide on the side."

For reflection and reaction I offer the following annotated list of current trends and the new knowledge base necessary for tomorrow's teachers. It is not meant to be exhaustive but rather representative in scope:

Technology. I believe that within a decade somewhere between 20% and 40% of schooling will be technology-based. Teachers must have a working knowledge of electronic mail, the Internet, and "tools" such as word processing, databases, and spreadsheets. They must know how to use multimedia software such as HyperStudio®. But even more important than basic technological literacy, teachers must learn how to utilize technology to reach specific learning outcomes and truly individualize the learning process through the integrated use of technology.

Active Learning. We have known about the importance of learning by doing since Dewey. Teachers must know how to design, implement, and assess active learning activities for their students. For a variety of reasons, not the least of which is living in a media age, students are bored with school. Teachers must learn how to engage the learners actively in the learning process. If students are to become independent, self-directed learners, then teachers must lead the way both by example and through the learning experiences they create.

Cooperative Learning. Business leaders have been very clear in telling us how important it is for students to learn to work well in groups and develop high-level interpersonal skills. Teachers must know how to design, implement, and assess group learning activities. When should students work in pairs, triads, and groups of various sizes? How should groups be selected, what are the roles of the various members, how will work be assessed, what learning activities are most suitable for groups? These are just

a sampling of the issues that reflect the knowledge base teachers must have.

Multiple Intelligences. We have learned from Howard Gardner and others that human intelligence is multidimensional. We now know that intelligences are not fixed, that they can be enhanced or diminished. How can teachers design learning activities to enhance intelligences? How can teachers address, accommodate, and engage the multiple intelligences of their students?

Learning Styles. We know that our students have different learning styles and optimal modes for learning. Learning theorists have described various frameworks for these styles. The frameworks vary from simple to complex. The simplest schema characterizes a person's dominant learning style as being visual, auditory, or kinesthetic. How can teachers design, implement, and assess learning activities that reflect and take full advantage of this body of knowledge? It has been estimated that about 40% of our students are kinesthetic learners. They are not succeeding because our teaching practices do not address the way these students learn.

Interdisciplinary Instruction. It is becoming increasingly apparent that teaching each academic content area separately promotes fragmentation rather than integration of knowledge. The real world is interconnected and interrelated but schooling, for the most part, perpetuates a world view that knowledge is partitioned into discrete academic content areas. Integrated language arts programs, humanities courses that blend English, history, and the arts, thematic learning units, problem-based and project-based learning units, as well as many simulations are examples of the current trends to reframe teaching and learning. New teachers must know how to plan, implement, and assess instruction from an interdisciplinary perspective. The way we certify secondary teachers must also be revised to facilitate and support such a shift.

Authentic Learning and Assessment. Current efforts are under way to make learning more relevant, interesting, and meaningful to students. Authentic learning mirrors adult productivity where the acquisition of knowledge and skills, as well as related decision-making activities and standards for competency or success, are related to some useful outcome. Service learning programs, business partnerships, and programs that use the community itself as a learning site all provide opportunities for authentic learning experiences. Teachers must know how to design and implement authentic learning activities and facilitate the extension of traditional classroom boundaries into the community and business world. Teachers must know how to use various approaches to authentic assessment such as rubrics, portfolios, electronic portfolios, and student exhibitions.

Critical Thinking and Problem Solving. Changes in society and workforce requirements have created an imperative to further develop the critical thinking and problem solving capabilities of all students. Given the explosion of information and the potential to access and retrieve information with computers, students must learn how to decide which information is relevant and applicable to assigned learning tasks. Furthermore, they must be taught how to apply and use their knowledge to solve problems of increasing complexity. While there is widespread consensus about this need, little has been done to teach teachers how to think critically and be problem-solving role models. Teachers must be taught how to create learning activities that will develop the critical thinking and problem solving capabilities of their students.

Brain-compatible learning. During the past decade there has been a veritable explosion in knowledge about the human brain. Books and articles based on the latest research are being published at a prolific rate. The implications of this research for teaching, learning, and schooling are profound. Some of these

include: the mind/body connection; visualization; movement and somatic learning; short-term memory; long-term memory; mental state for learning; the relationship between learning and emotions; the learning environment; the effect of music, art, and fun on the learning process; the use of symbols, stories and patterns to foster learning; attention span; acquisition of language; novelty; context; and so forth. Teachers must be taught how to use these factors and approaches to enhance the learning process and how to avoid those factors which impede it.

DEALING WITH DIVERSITY. The mix of students in a given class is becoming increasingly diverse from an ethnic, racial, and socioeconomic perspective. The variation in academic ability among students in most classes is also increasing. The inclusion of legally classified children and non-classified children with learning disabilities in regular classes is also increasing. Regular teachers must be taught how to work with children with mild learning disabilities and how to implement and coordinate individual educational plans for legally classified children. Even if teaching assistants or special education teachers work in regular classes, regular teachers must be taught how to work as part of a team. Teachers must create learning environments which celebrate diversity. Unfortunately, they must also be prepared with effective intervention strategies to combat bias and bigotry. Teachers need training to learn how to deal effectively with racial and ethnic differences among their students.

DEALING WITH THE SOCIAL AND EMOTIONAL NEED OF STUDENTS. Social problems and changes in the family are taking their toll on the social and emotional needs of children. Problems associated with drugs, alcohol, child abuse, sexual abuse, violence, poverty, divorce, working parents, and so forth, all have a potential negative impact on learning. Teachers must be taught how to work effectively with students who are acting out and behaving aggressively. They must be instructed in conflict resolution strategies and social problem-solving techniques so they can teach them to their students. Teachers must be taught how to identify various types of problems such as possible child abuse or drug usage and how to approach such situations. By necessity, the role of the teacher as counselor and adult advisor is increasing. Teachers must be taught active listening and basic counseling skills.

PARENT INVOLVEMENT. Quality parent involvement is one of the hallmarks of effective schools. That involvement can take many forms but the relationship between the teacher and parents is central to its success. At times teachers are confronted with angry parents, demanding parents, uncooperative parents, or custody related disputes. Teachers must be taught how to handle these situations. Teachers are involved in parent/teacher conferences and various group forums where they must address parents. Through simulations and role playing they must be taught effective techniques for doing so. Teachers must be taught the importance of school to home communication, including calling, writing, e-mailing, and, at times, even engaging in home visits. If parents are to be partners in their children's schooling, teachers must be taught how to work effectively with their partners.

CONTENT-BASED STANDARDS. Both at the state and national levels content-based standards are being established as are plans for assessing student performance with respect to those standards. What they all have in common is a "raising of the bar" in terms of what students are expected to be able to know and do at various benchmarks in specific content areas. Generally these standards require students to show a greater depth of knowledge as well as the ability to apply their knowledge. Raising expectations, while powerful, will not in and of itself raise student performance. Teachers must have a greater breadth and depth of understanding regarding the content they teach as well as a broader range of methodology at their command to improve student performance.

Changes in technology, economics, demography, family structure, and the workplace all impact on our schools, both with respect to the demands placed on them and their capacity for meeting those demands.

Individual Learning Plans. In the 20th century, schools have historically organized students into classes and arranged instruction by age groupings. We look at the performance of fourth-grade students in mathematics to see how students compare to others of the same age. We know that children develop their capacities at differing rates. We know that a student may have an aptitude for mathematics but not for the language arts. In the field of special education, schools are required by law to develop individualized educational plans for each student on an annual basis. In the not-too-distant future as schools become more child centered, this will become an expectation for all students. Technology will give us the opportunity to assess and keep a profile of each student's needs and progress vis-a-vis the state's performance content standards. Technology will also make it possible to individualize and customize selected learning activities for individuals and small groups of learners. Teachers must be taught how to select appropriate learning objectives for each student, organize child-centered learning activities, and customize the learning process for each of their students.

Real-World Connections. For the most part, 20th century schools have been isolated and set apart from the real world. The demarcation line between schools and the real world is going to become more permeable in the 21st century. Students will talk directly to scientists and other real-world workers via the internet. Distance learning will create the opportunity for electronic field trips where students can see the real world at work. Students will be involved in studying real social problems and play a role in solving them. There will be increased opportunities for job shadowing, apprenticeships, internships, practicums, and joint ventures between businesses and schools. These real-world connections will necessitate changes in the role of the teacher. Teachers must be taught how to function successfully in this evolving role.

Reframing and Restructuring Time. At the secondary level, Block Scheduling is gaining momentum across the nation. I believe that within five years most secondary schools will implement one or more of the various block scheduling models for all or part of the school year. Heretofore, secondary teachers have been taught to prepare lessons for a period of approximately 45 minutes. Now, they must be taught how to design learning activities for an 85 to 90 minute time frame. This innovation has enormous potential to facilitate the implementation of many of the current trends and new knowledge described above, provided teachers are taught effective designs and strategies for doing so. The transformation of schooling will require a concomitant transformation in the role and competencies of our nation's teachers. The task is both formidable and challenging, but unless we succeed, our children will not have the schooling they need to be successful and productive citizens of the 21st century. ✥

Shattering the Status Quo:

Preparing Administrators for the Future

Dr. John A. DeFlaminis
Superintendent
Radnor Township School District, Wayne, PA

Shattering the status quo of administrative preparation programs requires an understanding of both the current state of affairs and the potential of promising new directions in shaping administrative leadership. This paper highlights the status quo and emerging trends by reviewing the literature on administrator preparation programs and looking at perceptions of the state of the art as perceived by school administrators in Western Pennsylvania.

Summary of Research on Administrator Preparation

School leadership in the 21st century will be more challenging than ever before. Consequently, the preparation of educational leaders must be improved to meet the needs of future generations. Current administrative preparation programs lack quality in the knowledge base, clinical experiences, research, faculty, and students. There is a growing consensus that fundamental changes must now occur.

A major reason for change is that educational leaders play one of the most critical roles in supporting high-quality school programs. Studies show that leader effectiveness is characterized by administrators' actions when presented with specific educational problems. These impact the degree to which leaders can initiate, nurture, and maintain changes that benefit students.

Administrative training programs are also in need of change in preparing students for the hectic pace and varied content of principals' work. Strengthening conflict resolution and face-to-face communication skills, and educating trainees about the emotional demands of the job are not high priorities in most programs. Content and pedagogy of preparation, as well as the methods used to recruit and select students, assess academic fitness, and certify and select principals and superintendents should be re-evaluated.

Of the 500 administrative preparation programs in the country, many are very traditional, but two or three dozen are progressive. These programs are working to put theory and research into practice in ways that will solve real problems. Students study topics such as "qualitative interviewing" or "the political dynamics of the community" as they arise in the context of real-life problems.

Overall, reforms must possess three things before they can draw some conclusions about what future administrative preparation programs should look like: (a) a comprehensive understanding of the history of preparation; (b) a thorough grasp of the strengths and weaknesses of current programs; and (c) a clear vision about the future of high-quality education, schooling, and leadership. Addressing the content issues (research knowledge base, fragmented programs, lack of connection to practice, and lack of attention to education) and the delivery system problems (structural issues, arts and sciences model, fac-

BEST COPY AVAILABLE

ulty, and institutional approaches) are fundamental to the improvement of administrative preparation programs.

Collaboration has surfaced as a way for university faculty and education practitioners to work together to understand how schools and classrooms work and how such findings can be put into practice. In considering the current research and directions on this topic, there seems to be little question that such collaborations represent an effective way to address the needs and issues in preparing educational leaders for the future.

Summary of Preparation Survey and Results

A survey was undertaken on behalf of a small college in the mid-Atlantic region focusing on the development of a preparation program for educational administrators. The first questionnaire used in the study was designed to determine four critical factors:

- How many administrative vacancies will there be in the area in the next ten years?
- Are there sufficient numbers of adequately trained candidates to fill those positions?
- Will future administrative trainees be drawn from current educational staff in this area?
- Is there a need for a newly designed training program to better prepare future administrators for the changing needs of leadership?

The second questionnaire was designed to determine the extent to which a number of elements identified in a strategic planning process with administrators were important for the design of an improved program of administrative training. The questionnaire also asked whether those design elements were present in the existing preparation programs.

Survey 1

During the next ten years, there will be over 700 administrative vacancies in the four-county Philadelphia suburbs. Ninety percent of the superintendent survey respondents believe that there is not a sufficient number of adequately prepared candidates to fill those positions. Despite the encouragement of 86% of the superintendents responding to the study, teachers in respondent school districts are not flocking to attend current administrative training programs in sufficient numbers to give these superintendents the confidence to believe that there will be an adequate number of candidates to fill future vacancies. One hundred percent of the respondents indicated that they believe that traditionally designed administrator certification programs, based solely in academic course work, are not sufficient to prepare leaders for our schools in the next ten years. They likewise were unanimous in supporting a newly designed administrator training program with alternatives that include such elements as structured mentorships, a blend of field and classroom experiences, and increased emphasis on technological expertise.

Survey 2

Respondents indicated that none of the existing programs are designed to train educational leaders for the changing challenges. Over 70% of the respondents indicated that most of these 12 design elements are not present in existing preparation programs. The superintendents further indicated that they would encourage members of their staff to enroll in a program that is better designed to meet the needs of administrators. A program responsive to change and the "real problems of practice and the realities of the schools" would put them in a context that would more likely meet the needs that they have in mind.

It is important to note that the two survey elements that received the highest number of ratings—"projects and activities that involve real work and authentic preparation" and "leadership competencies learned and demonstrated through internships and projects in area schools"—reflect the fact that practicing administrators endorse a program driven by real problems of practice and the realities of the schools. Of the top six design elements that received the highest number

of very important ratings, three—"projects and activities that involve real work and authentic preparation," "leadership competencies learned and demonstrated through internships and projects in area schools," and "a program staffed by scholar practitioners"—were written as elements reflecting problem-based learning. The respondents emphasized that programs responsive to change and design elements focusing on research-based competencies and assessment are high priorities. These emphases suggest that practitioners are sensitive to the nature of their changing workplaces and place a high value on educational research and the application of that research to teaching and learning processes as well as the evaluation and assessment of performance. Table 1 shows the rank order of the 12 design elements from the highest to lowest number of positive responses.

Conclusion

In conclusion, it would appear that many of the problems in administrative preparation exist in the programs that local administrators have experienced in this mid-Atlantic region. Nearly 80% of the administrators who were students in existing preparation programs do not recognize the elements contained in the survey as part of their training. These elements represent efforts to bridge the gap between theory and practice, and connect the knowledge base to the real problems of schools. One could conclude from both the very high response rate and the number of positive responses to all of the elements that the respondents would have welcomed the introduction of these elements in their training and/or preparation programs.

This study raises a number of questions:

- To what extent are these design elements evident in the training programs for administrators in our region?
- To what extent do preparation programs represent the knowledge base driven by the real problems of practice and the realities of school?
- What kinds of school/university collaborations could occur that would improve both the preparation of future administrators and the ongoing improvement of on-site training of administrators? ❖

Table 1
Results from the Surveys

A rank order from the highest to lowest number of positive responses is as follows:

Rank Order	Design Element	Number of Positive Responses	Percentage of Positive Responses
1	10. Projects and activities that involve real work and authentic application	96	98.00%
2	9. A program responsive to changes in context and practice	95	97.00%
3	6. Leadership competencies learned and demonstrated through internships and projects in area schools	92	94.00%
4	7. A designated field mentor for each candidate	91	93.00%
4	8. A program staffed by scholar-practitioners	91	93.00%
6	2. Consistent advising with periodic advisory seminars	90	92.00%
7	3. Periodic review of student portfolios to assess student progress	88	90.00%
7	5. A "learning laboratory" emphasis in each course	88	90.00%
7	12. Fluency in the use of technology and technological applications in education and administration	88	90.00%
10	4. Research-based competencies and assessment	85	87.00%
11	1. An individual plan of study for every student based on needs	75	76.50%
12	11. An international focus through global telecommunication which fosters understanding of and ability to meet the needs of a global community	54	55.00%

From: DeFlaminis, J.A., Kowalski, B. W., Scott, C.A., & Slick, G.H. (July, 1995). *The need for a newly developed state-of-the-art program of administrative training and certification.* A study prepared for the Graduate Studies in Education Program at Rosemont College by Leadership Alliance, Inc.

For more information about the Mid-Atlantic Network of Superintendents and Deans, contact Cynthia Smith, Director of Information Services, at the Laboratory for Student Success at 800-892-5550, or access the Network's website at http://www.temple.edu/LSS/sdnet.htm.

BEST COPY AVAILABLE